



## SIDMOUTH COLLEGE IMPROVEMENT PLAN 2020-2021



Quality of Education	Personal Development	Behaviour	Pupil Premium	Sixth Form	Leadership & Management
The <b>Curriculum</b> provides knowledge and skills, which is <b>assessed</b> using planned, effective, robust methods to inform the next stage of teaching and learning. (KWI)	Provide evidence of the <b>wider curriculum</b> enhancing the knowledge and skills gained by students, leading to increased confidence, responsibilities and experiences both within the College and their wider community. (KWI)	<b>Mental health and Well-being</b> are a core element of the college community as part of its ethos (MJW)	For <b>all</b> staff to have <b>high ambition</b> for disadvantaged students, with clearly identified roles and responsibilities which impact positively on student outcomes moving towards closing the progress gap. (JLC)	To ensure high quality teaching and <b>assessment</b> is evident across all lessons that both supports and <b>challenges</b> all groups of students. (SH)	Lead the COVID <b>recovery plan</b> to ensure successful transition back to the College for all students and staff. (SBP)
Teachers take account of the <b>recovery curriculum</b> within their subject and ensure planning builds opportunities to connect & <b>interleave</b> previous knowledge with new. (JIH)	Sustained, regular <b>praise</b> systems used by all departments and all tutors. (KWI)	Positive behaviours and attitudes exist to <b>achieve</b> positive outcomes (MJW)	Sustained 'catch up' support plan in place for DP. Accurate identification and addressing <b>gaps in knowledge</b> and skills for DP. (JLC)	To redesign, implement, and review a <b>personal development</b> program which prepares students for employment or progress towards higher levels of study. (SH)	Highly effective leadership and management that is shared by different individuals and <b>distributed</b> across different levels of the College. (SBP)
Within all lesson's teachers build in a number of learning checks to ensure that high quality <b>feedback</b> shapes the learning process. (JIH)	The Personal Development Curriculum (Years 7-13) provides high quality support and through an effective <b>PHSE programme</b> enhances the spiritual, moral, social and cultural development of students. (MJW)	Maintain <b>effective</b> and <b>robust safeguarding</b> arrangements leading to a positive culture which permeates the life of the college (MJW)	To ensure that allocation of <b>PPG</b> has impact on students (JLC)	The continued design and implement of a post 16 <b>enrichment</b> program in order to prepare students for employment or progress towards higher levels of study. (SH)	Arrangements for decant and occupation of the <b>new building</b> . Ensure the safety during the demolition phase, including safeguarding and routing. Planning for future development of external dining and other student social spaces. (AB / SBP)
Ensure <b>Literacy</b> is at the heart of the curriculum. Staff and students are confident, fluent and effective readers and <b>targeted vocabulary</b> is used frequently and with accuracy across all subject areas. (CEB)	Students are prepared for their future success in education, <b>employment</b> and <b>training</b> . (MJW)	<b>Attendance</b> shows an improving trend for all groups and where this is not the case swift and effective actions occur (MJW)	To improve parental engagement and to support students to access enrichment opportunities. Target 22%. (JLC)	To implement a <b>return to school</b> plan for sixth form students to include a focus on social interaction and mental health. (SH)	To ensure a rigorous <b>QA</b> programme is in place that holds all staff to account and supports staff in developing <b>subject knowledge</b> through effective <b>CPD</b> . (JIH)
Governors are informed about the <b>curriculum</b> and confident that ALL students have access to high quality education that delivers high outcomes	Governors can evidence that the college delivers a <b>Personal Development programme</b> that allows all students to become informed, active and responsible citizens	Governors are able to see that school leaders promote good <b>mental health</b> and standards of <b>behaviour</b> for the whole college community to enable the achievement of positive outcomes	Governors can evidence that staff have high ambitions for all students and school leaders use the <b>PP funding</b> and strategy to raise the attainment of disadvantaged students to reach their potential.	Governors are assured that students have a <b>rich 6<sup>th</sup> form experience</b> that will allow them to follow, and equip them, for their preferred next steps.	Governors act as a source of effective <b>challenge</b> and support to leaders as they monitor and evaluate the progress the college is making towards their objectives